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abundance of the illustrations it affords the teacher for impressing the truths of the text-book lessons—illustrations which at once excite and retain the attention of pupils. This is particularly noticeable in the teaching of geography and history. By connecting some interesting event of recent occurrence with the geographical features of each country, attention is at once aroused and memory strengthened. To take one example—from one well-conducted lesson on the recent festivities connected with the opening of the Baltic and North Sea canal, pupils can be taught more of what is useful for them to know about the geography of northern Germany and its adjacent waters, and the political relations of the countries of central Europe, than they could be expected to learn from a week's perusal of a formal text-book. And in the teaching of history, those important practical truths which are the chief value of the study, and which remain with us as the fruit of the experience of the past while the details of fact are lost in unavoidable oblivion—these truths receive their most graphic illustration, and make their strongest personal appeal to the springs of action within us, when they can be associated with familiar names, places and events of our own day. This ever-living interest in the present thus tends to develop within us a disposition to go beneath the mere external facts of history in search of the mightier tendencies of which those facts are but exponents, and aids us to grasp that conception of history which makes it a teacher of the present out of the wealth of the past.

FOREIGN NOTES.

THE BISHOP OF LONDON AND THE BOARD SCHOOLS. *The Journal of Education* [London], January 1896.

THE Bishop of London's attempt to prove his statement as to wasteful expenditure on the part of School Boards has drawn him into a curious statement. He says: "The voluntary schools are ceasing to be as good as the board schools, but that is not because the board schools are really the better, but because the voluntary schools are the worse." The rest of this letter from which we quote is equally obscure. But we gather that the bishop would reduce salaries under large boards in order to prevent the best teachers from being attracted to the towns. The *Pall Mall* seems to approve this view, in a very misleading article. We quote one sentence as an example of irresponsible journalistic flippancy. "By all means," says the *Pall Mall*, "let board-school teachers be paid adequate salaries, but not at the rate of cabinet ministers." This is, of course, a well-known figure in rhetoric. The salaries of the London Board range from £50 to £400. Cabinet ministers pocket from £2000 to £5000, and there is no article of the constitution which condemns plurality. The Bishop of London's official salary is £10,000. As Headmaster of Rugby he received about half that sum. We are not arguing

for the curtailment of the salaries either of bishops or of public-school headmasters, but, on the principle of not allowing the Gracchi to complain of sedition, we do say that a demand for economizing on the salaries of board-school masters comes with a bad grace from such a quarter.

STATE AID IN DENMARK. *The Journal of Education* [London], January 1896.

AT the evening meeting of the College of Preceptors in December, Mr. J. S. Thornton read a remarkable paper advocating state aid to all efficient schools, public and private alike, and demonstrating how smoothly and effectually this system worked in Denmark. Whether a system contrived for a small homogeneous and primitive country like Denmark could be applied to a highly complex and multifarious civilization like our own we are inclined to doubt, but it is a distinct omission on the part of the Royal Commissioners to have taken no notice of the one entirely satisfactory solution for adjusting the conflicting claims of public and private schools. At any rate, the Danish plan is infinitely preferable to that of the Irish intermediate Education Act, a general sweepstake that encourages competitive cramming of the worst description.

WOMEN STUDENTS AT THE ENGLISH UNIVERSITIES. *The Educational Times* [London], January 1896.

AS GENERALLY expected—despite promises to the contrary—the report on the admission of ladies to university degrees has not been published yet, though the commission sat with praiseworthy regularity, and all the leading educational ladies contributed their views. There is no doubt that women are now to be found entering for the different university examinations with much greater frequency than before. A few years ago those who competed confined their attention mainly to honor schools, more especially modern history, though there were candidates for *Literæ Humaniores* and even for Mathematics. Before the final examination they were content with the various examinations for women; nowadays, however, women are to be found in all the pass schools—Responsions (there were about ten candidates at the last examination), Pass Moderations, and the Pass Final Schools of various kinds, so that if a statute be passed admitting ladies to the degree there will be a fair number of persons already qualified.

ATTENDANCE AT THE RUSSIAN UNIVERSITIES. *The Journal of Education* [London], January 1896.

A PROJECT is on foot for fixing a maximum to the number of students allowed at each university. At Moscow the number has risen during the last thirty-five years from 1600 to 3500, and, if the rate of increase be maintained, the students will presently form an unwieldy, not to say dangerous, body. At

St. Petersburg the number is 3000, whilst the smaller provincial universities, such as Kasan, are comparatively deserted. It is pointed out that great hardship would be involved if poor students in districts where the local institution was full had to seek instruction in remote quarters; moreover, it would be injurious if professors of rare eminence were not able to attract unusually large audiences. At Odessa it has been proposed to found a special university for women. Noteworthy is the method by which the originator of the scheme suggests that the necessary funds might be raised. A tax of from one to two roubles could be imposed on every girl attending a high school; to the capital so procured voluntary contributions would be added. There is a possibility that the idea will be realized in the course of the next academic year.

FEMALE EDUCATION IN EGYPT. *The Journal of Education* [London], January 1896.

A MOVEMENT has been started in Egypt for improving the education of Egyptian girls. A small elementary government school will be opened shortly at Cairo, where Egyptian girls will have new and all too rare opportunities of obtaining a good education. It has been decided to place an English teacher at the head of the school, and the appointment has just been made. The successful candidate, Miss Alice Forbes, was educated partly in France, received her professional training at the Cambridge Teachers' College, and was for some years a successful teacher in an excellent girls' school at Port Elizabeth, South Africa. The connection which at present exists between England and Egypt should be an additional reason why English women and English teachers should watch with interest this movement to improve Egyptian women—a movement which is all the more significant because it is not started by foreigners, but by the government of the country. Self-reform is, after all, the only permanent reform, and Englishwomen will doubtless hope that this new venture will prove a great and permanent success.

MR. JOHN MORLEY ON THE SITUATION. *The Schoolmaster* [London], December 14, 1895.

SPEAKING at Newcastle, on Monday week, Mr. John Morley, referring to the education crisis, said, "The sky is thick with proposals. I have tried to look at them as candidly as I can, and with some considerable knowledge from old controversies years ago on the points at issue, and I say that if the government listens to these wild proposals the effect must be—I do not say it is the design of those who make them—the effect must be to lower the standard of the quality of education. Well now, you are going to strive in the direction of getting new markets. What is the good of striving to get new markets whilst, by starving education—which is what is wanted to do—by starving education you are unfitting your working classes for the competition in the markets that you have got? That is a point of view that I think is

well worthy the attention of statesmen. I hope that this country—that Liberals, at all events, in this country—will not allow themselves to be drawn off the right scent by any of the mystification of which the air is full as to certain sectarian questions. It is to me a singular and rather an odious thing to see those persons of high station—the Church of England, for instance—for whom the table of education has been so bountifully spread, so grudging to those whose social lot is less fortunate. So far as I can make out, the most important of these proposals and those most omnipresent to those most important people will undoubtedly have the effect of lowering the quality of education, and instead of having a noble and generous competition as to which class of schools shall give the best and highest education, you have proposals made which must tend to deprive those in which competition is most strenuous for good education of the advantage which they at present possess. The proposals are to postpone a great national interest—and there is no greater or higher national interest than the education of the people—to postpone that great national cause to mere sectarian considerations. Of course, this is a very perplexing and difficult problem. When I saw the Prime Minister said the other day that the remedy for a certain state of things was to multiply denominational schools in the rural districts, especially in this part of the island, what that meant was that ultimately schools where the education is particularly second rate and indifferent were to receive additional assistance from public sources. I hope you will resist any such proposals—such proposals as, for example, would put a limit upon the expenditure of school boards. I wish no ill to the voluntary schools; but who is it who sanctions the expenditure of a school board? It is yourselves; it is the ratepayers. You yourselves have it in your own hands. If you, knowing the educational wants of your locality, are of opinion that your school board is spending too much you can easily put it to rights at the time of the next election. I will say no more upon that question; but I do beg you to watch that, and I would even beg the conservatives, if they listen to anything from me—I beg them who care about education, and very many of them do—I beg them to keep a watchful eye upon any proceedings which may have this disastrous effect of lowering the quality of education and of lowering incidentally the position of the teacher.”